



Follow-Up and Supervision Checklists

Projects should be monitored during the planning, implementation, and final-event stages. Discuss with staff what you will be looking for, what they are looking forward to and feeling challenged by, and how and when you and staff can review and discuss.

Pre-project Checklist

Review project plans with staff to check for the following characteristics:

- ☐ Engaging.
- ☐ Attuned to youth interests, input.
- ☐ Feasible (i.e., fit youth and staff skills, timeline, resources).
- ☐ Age appropriate.
- ☐ Clear objectives.
- ☐ Activities linked to objectives.
- ☐ Objectives linked to learning for success in school.
- ☐ Demonstration of learning established.
- ☐ Review times scheduled.
- ☐ Culminating-event process planned.

Notes, comments:

End-of-project Checklist

- ☐ Demonstration of learning showed youth skills, knowledge, and/or development.
- ☐ All students participated in culminating event(s).
- ☐ Demonstrations showed achievement of objectives.
- ☐ Culminating event well planned and carried out.
- ☐ Review and reflection conducted.
- ☐ Learning documented as necessary.
- ☐ Documentation of learning shared.
- ☐ Parents, partners, volunteers surveyed for satisfaction.
- ☐ Youth surveyed for satisfaction, outcomes.
- ☐ Project plan, implementation, results reviewed by staff.
- ☐ Revisions made.

Notes, comments:





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Observation and Review of Staff Checklist

Staff

Creates an engaging learning environment.	Strong	OK	Needs work
Motivates youth from outset.			
Presents opportunity in engaging way.			
Explains and creates opportunities for youth leadership and independent work.			
Respectful of youth voice.			
Facilitates youth expression and creativity.			
Ensures inclusion			
Engages youth in establishing procedures and norms.			
Facilitates active learning.			
Supports group work.			
Supports development of ideas into viable projects.			
Circulates and checks in appropriately with youth.			
Models or demonstrates techniques; provides information or guidance when appropriate.			
Refers youth to resources.			
Facilitates use of outside resources.			
Ensures youth understand goals and objectives.			
Checks for comprehension.			
Creates groups, buddy systems, or other supports for English learners or youth with special needs.			
Asks open-ended questions.			
Supports self-assessment and peer reflection.			
Engages other adults			
Works respectfully and effectively with volunteers.			
Works respectfully and effectively with partners.			
Works respectfully and effectively with student families.			
Other:			
Builds own skills			
Attends trainings.			
Participates actively in trainings.			
Leads segments or trainings.			
Suggests topics for trainings.			
Contributes to locating resources.			
Participates openly in reviews.			
Seeks feedback and revises work.			
Provides peer support for others.			



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 Learn more about project-based learning and 21st CCLC learning at <http://y4y.ed.gov>.



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Observation of Children and Youth Participation Checklist

- ☐ Actively engage in project planning and development, as appropriate.
- ☐ Offer ideas and comments; participate in or attentive to brainstorming.
- ☐ Show eagerness to work on projects.
- ☐ Attend consistently and willingly.
- ☐ Sustain interest and effort over time, as age appropriate.
- ☐ Answer questions about their projects and work.
- ☐ Listen to, watch, or consider demonstrations respectfully.
- ☐ Participate in peer reviews, offering comments or suggestions.
- ☐ Remain open to peer and staff review; participate in discussions of revision.
- ☐ Plan, conduct, and complete demonstration of learning.
- ☐ Explain their learning.
- ☐ Offer ideas for spin-offs, revisions.

